Fitzgerald /10 Name –

Grading Sheet for Notes

**Reflect Main Ideas and Developing Details of assigned reading using short phrases and key words**

* Have you used **short words and phrases**?
  + Notes that are too wordy can reflect that the student is just copying the reading not making decisions about the main idea and details.
  + When studying, remembering the basic thought will later allow the student to remember the larger idea and be able to express it in his or her own words.
* Have you actually grabbed the main idea?
* Do your notes really **reflect the level of detail about the information available** in the paragraphs? One or two phrases on a page of information can hardly be called a real attempt at note-taking, especially given the models of notes you have seen in class.
* Have you been sure to include **the key terms and people/vocabulary words** as details? These aren’t highlighted for no reason. Often as much as 70% of quizzes are focused on key terms because learning the vocabulary of a discipline is important.

**Well organized to aid study**

* Have you used the **three-column note-taking system** being taught? – Cornell Notes
* Have you indicated the following:
  + **Chapter** - Number and **Name**? Page?
  + **Section** - Number and **Name**? Page?
  + Do your notes have **three columns**: column for headings, paragraph main idea and details, additions and corrections**?**
  + Have you written the **headings in the first column**? Record both red and blue headings, as these capture big topics you should be able to discuss. Turn these into questions to quiz yourself.
  + Have you added **questions** to the first column? As you teacher asks a question in discussion, add it into the first column near where you find the answer in your notes. You can later cover your notes and use the heading and questions to quiz yourself.
  + Do you have a **main idea** **for each paragraph**?
    - Main idea **along the left edge** of the middle column?
  + Do you have **at least two details below the main idea** of each paragraph?
    - Are the details **clearly indented** below the main idea?
      * **At least five spaces**? Thumb?
    - Have you used **bullets**?
      * Have you made sure to **not write underneath your bullets** so each idea stands out?

|  |  |  |
| --- | --- | --- |
| Heading  Question?  Question? | * Paragraph Main Idea   + Detail     - Sub detail   + Detail * Paragraph Main Idea   + Detail happy birthday to you, happy birthday   + Detail blah blah blah blah blah blah blah |  |

* Did you make any **additions and corrections in the third column**? This allows you to add the neatly and also leave your original ideas. Thus you can make sure in study to focus on the thinking you need to correct.
* Did you **add the additions and corrections in red pen**? This makes the additions and corrections stand out during study so you can focus on them and prevents you from tricking yourself into believing that you knew that point all along.
* Are your notes **neat**? To study from notes, neatness helps us see the notes in our mind's eye.

**Accurate**

* Did you **add** to your notes any ideas that were missing?
* Did you **correct** any ideas that were inaccurate?
* You can do this **in** **class**, but can also do this **by using a copy of the instructor’s notes**.

**Complete**

* Have you done the notes for the **whole reading** assigned? If you skip sections or stop before the end, you would have a hole or break in your understanding.
* You should not be adding whole sections using the teachers notes when in class.
* If you are absent, listen in class and finish you note that night, then use a copy of the teachers notes to check yours later.

**Timely – prepared when assigned so ready for class activities and discussion that will build on the base provided by the notes**

* Did you have your notes ready so you could participate a discussion of the material?

This allows you to

* + **learn more from class with some prior knowledge.**
  + **participate in the discussion** testing your current level of understanding.
  + **ask questions** that occurred to you when reading.
  + **notice the things you did not catch on your own from the reading**
  + **add to and correct** your notes.

(Overall grading system explained on back.)

**Grading**

* All graded work will be within seven skill area: discussion, data displays, notes, taking information-based tests and quizzes, working with primary sources, and writing. each skill area will be introduced one-at-a-time at the beginning of the year.
* Every example of work will be graded on a 10 point scale based on whether the work demonstrated the characteristics of success in that skill area. The students will develop the list of five key qualities for each skill area through discussion
  + 10 - mastery/above and beyond - all qualities shown
  + 9 - excellent - 4 of 5 qualities shown
  + 8 - good - 3 of 5 qualities shown
  + 7 - basic - 2 of 5 qualities shown
  + 6 - below basic expectations - 1 of 5 qualities shown
  + 5 - not currently demonstrating this skill - no qualities shown
* Grades will be posted on MyRCS which will have a note as to the above scale, so students and parents can assess current progress. But the class grade will not be figured mathematically by the program. At progress report and marking periods, students will self-assess and I will assess their progress based on their level of performance in the skill areas. This grade will be then posted as a current progress grade.
* If a trend toward improvement in a skill area or in skills overall can be perceived, achieving a greater number of the sought after qualities than at first were achieved, this trend will be acknowledged. If the number of qualities demonstrated in a skill fluctuates or the overall performance based on different skills varies, the average will be used.
* Students will not retest or redo work for a higher grade, though they may do so for their own goals, as students can improve their grade by focusing on achieving the qualities needed in future work.